

**PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS  
AND PROCEDURES REVIEW PROCESS  
STATEMENT OF PURPOSE**

*The scope of the PEPPS Review Process is to examine the existing Administrative Rules of Montana Chapter 58 - Professional Educator Preparation Program Standards, revising, modifying and adapting the standards and procedures using current research and other state and national educator preparation standards. Montana educators and public will review the proposed changes to Chapter 58; the Board of Public Education will take final rulemaking action in Spring 2005.*

*The role of the Review Advisory Panel is to provide general guidance to the PEPPS Leadership Team ensuring that the review process is inclusive, thorough and follows the process, principles, and procedures adopted by the Board of Public Education.*

**INTRODUCTION**

The Montana Board of Public Education exercises general supervision over the state's public school system and is further authorized under state law to create and establish a system of teacher certification. The teacher certification system has historically operated on the basis of "program approval." This means that all educator preparation units in Montana's higher education institutions must be approved or accredited by the Board of Public Education.

In April 1979, the Board of Public Education adopted standards for the approval/accreditation of educator preparation units. The adopted standards were based on the Standards for Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC), the standards of the National Council for Accreditation of Teacher Education (NCATE), and standards from several other states, modified and amended to accommodate the needs of Montana. From that time, the Montana Professional Educator Preparation Program Standards and Procedures (PEPPS) have been reviewed on a five-year cycle. The current PEPPS are in effect from January 2001 through December 2005.

The review and revision of the Professional Educator Preparation Standards and Procedures is a deliberative and thorough process. Therefore, it is imperative to begin the process now so that educator preparation units have adequate opportunity to incorporate and align these revisions into curriculum, instructional practices, and program and assessment policies and procedures.

**PURPOSE**

The purpose of the Professional Educator Preparation Program Standards and Procedures revision is to assure Montana citizens that its educator preparation units within Montana provide educator candidates high-quality preparation programs that meet the learning needs of all Montana's K-12 students. The scope of the work will include the examination of the existing preparation standards and procedures, revising, modifying and adapting the standards and procedures using current research and other state and national educator preparation standards. The Office of Public Instruction will facilitate the process and report regularly to the Board of Public Education on the progress of the work. Final action by the Board is anticipated in Spring 2005.

## **GUIDING PRINCIPLES**

The Montana Board of Public Education is charged with the responsibility to lead the revision process following these guiding principles: quality, equity, diversity, and currency with nationally recognized standards.

**Quality** – At both the national and state levels, the trend in educator preparation is to base the program success on the demonstrated performance, content knowledge, and disposition of the candidates in an authentic work environment. It is the intent of the Board that this review process incorporates performance-based standards and assessments into the revised standards and procedures with implementation beginning January 2006.

**Equity** – The educator preparation units within the state of Montana have a responsibility to provide educational opportunities in a manner designed to be fair and equitable and to provide high-quality educational services to its citizens. The process of an ongoing evaluation of educator preparation program standards and procedures designed to ensure that Montana education preparation units are constantly reviewed and programs are revised to ensure efficiency, currency, and high quality, and that services are available to the broadest range possible of qualified candidates.

**Diversity** – The Montana Constitution, Article X, Section 2, establishes a special legal status for indigenous cultures and peoples with respect to education – “The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural heritage.” It is the intent of the Board that this review process focus on incorporating Montana American Indian cultural heritage into the educator preparation standards and procedures. Furthermore, it is the intent of the Board to involve Montana American Indians in the review, implementation, and evaluation of educator preparation standards and procedures.

**Currency with Nationally Recognized Standards** – Based upon a recommendation from the Montana Council of Deans of Education and adopted by the Board of Public Education, the Montana Professional Preparation Program Standards and Procedures incorporate standards from NCATE and Interstate New Teachers Assessment and Support Consortium (INTASC) establishing a common set of high-quality performance expectations for the professional preparation of all educators. In an effort to strengthen and remain current, the Board intends that recent revisions to NCATE and INTASC standards will be incorporated in the revised Montana preparation standards. In addition, consideration will be given to newly developed standards specifically designed to prepare highly qualified administrators, and Interstate School Leaders Licensure Consortium Standards (ISLLC).

## **PROCESS**

With the purpose of developing a successful product, the Montana Board of Public Education sets forth the following process to monitor PEPPS revision:

1. Examine the current Professional Educator Preparation Program Standards and Procedures,

2. Incorporate performance-based standards and assessments into the educator preparation standards,
3. Align professional educator preparation program standards to the Montana K-12 Content and Performance Standards,
4. Incorporate tenets from Indian Education for All across all educator preparation standards,
5. Consider Higher Education Act (HEA) ESEA Title II Reporting and Assessment and President Bush's No Child Left Behind Act (NCLB) requirements including requirements for highly qualified educators,
6. Incorporate, as appropriate, revisions to national educator preparation standards, e.g., NCATE, INTASC, IDEA, and ISLLC,
7. Consider other states' educator preparation standards and procedures,
8. Consider research linking educator preparation to student achievement,
9. Consider national reports on standards-based education and the impact on teacher preparation and student achievement,
10. Develop standards and procedures for alternative degree granting entities operating in Montana,
11. Consider opportunities for on-line professional development standards and procedures,
12. Consider addressing professional standards,
13. Consider the place of integrating technology into teaching and learning and proficiency in using technology by new teachers,
14. Involve the education community and the Montana public in the review process, e.g., Montana American Indians, higher education faculty, parents, K-16 subject specific educators, business people, students, local trustees, administrators, educators of specialist populations (e.g., students with disabilities, gifted students, Limited English Proficiency students, disadvantaged students).